

**ST3-EDU-FELL-EPA1 – Small and large group teaching**

<b>Area of practice</b>	Medical education	<b>EPA identification</b>	ST3-EDU-FELL-EPA1
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.2 (EC-approved 26/02/16)
The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.			
<b>Title</b>	<b>Small and large group teaching.</b>		
<b>Description</b> Maximum 150 words	Teach in a range of settings and target audiences, including medical students, other medical staff, multidisciplinary team members, patients and carers. The trainee will prepare, deliver and evaluate at least one large group teaching and one small group teaching session.		
<b>Fellowship competencies</b>	<b>ME</b>		<b>HA</b>
	<b>COM</b>	1	<b>SCH</b> 1, 2
	<b>COL</b>	1, 3, 4	<b>PROF</b> 1, 2, 3
	<b>MAN</b>		
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <p><b>Large group teaching</b></p> <ul style="list-style-type: none"> <li>• An understanding of adult learning principles.</li> <li>• An understanding of the purpose, strengths and limitations of large group teaching.</li> <li>• Understand the process of learning from lectures.</li> <li>• Knowledge of techniques that can enhance effectiveness in large group teaching.</li> <li>• Understand processes to evaluate the effectiveness of lectures.</li> <li>• Knowledge of the effective design and use of audio-visual aides.</li> </ul> <p><b>Small group teaching</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the benefits of learning in small groups.</li> </ul>		

- Understanding of potential content outcomes (eg. understanding a topic, learning a practical skill) and process outcomes (eg. development of interpersonal communication skills, reasoning, development of reflection, professional skills).
- Knowledge of conditions for successful small group teaching:
  - Understanding the group, development of clear aims, sufficient preparation, including resources.
  - Awareness of the group's needs.
  - Anticipate possible problems.
  - Practical considerations of size of group and facilities.
  - Group techniques such as breaking the ice, setting ground rules, clarifying aims and tasks.
- Knowledge of the common 'developmental stages' of groups.
- Knowledge of different types of small groups (eg. 'one-off', regular, peer led, problem-based learning).
- Knowledge of potential problems that can be anticipated in small group teaching and effective strategies for dealing with these.
- Understanding techniques that enhance learning in small group settings.
- Knowledge of evaluation process for the session and the assessment of learning.

### **Skills**

#### ***Large group teaching***

- Effective planning of a lecture.
- Skills in setting clear learning objectives.
- Skills in effective structuring of the lecture including the ability to link theory to experience and incorporating the varying stages of learning of the audience.
- Skills in effective audience participation techniques, responding effectively to the audience and ensuring audience attention.
- Effective communication techniques, including use of summarising statements and effective finishing of presentation.
- Effective design and use of audio-visual aides including PowerPoint presentations and handouts.
- Skills in effective evaluation of the efficacy of the lectures.

#### ***Small group teaching***

- Demonstration of skills in facilitating groups:
  - Effective planning for the groups.
  - Communication skills of active listening, responding, questioning, explaining and the provision of feedback.

	<ul style="list-style-type: none"> <li>- Effective time management.</li> <li>- Effective closure.</li> <li>• Development of appropriate resource materials.</li> <li>• Demonstrating skills in effective management of problems that arise in the small group teaching session.</li> <li>• Demonstrating use of a variety of techniques that facilitate learning in small groups.</li> <li>• Use of techniques that can evaluate both the 'outcome' and the 'process' of the small group teaching.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Embraces opportunities to teach a range of audiences and in a range of settings.</li> <li>• Actively seeks out feedback and ensures structured evaluation processes to facilitate improvement in teaching performance.</li> <li>• In small group settings, encourage participants to talk, debate and question. Learner centred; encourage the autonomy of the learners and the responsibility they have toward their own development.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<b>Suggested assessment method details</b> <i>(These include, but are not limited to, WBAs)</i>	<ul style="list-style-type: none"> <li>• Professional presentation.</li> <li>• Direct Observation of Procedural Skills (DOPS).</li> <li>• Feedback from the participants in a teaching session.</li> </ul>
<p><b>References</b></p> <p>BROWN G &amp; EDMUNDS S. Lectures. In: Dent JA &amp; Harden RM, eds. <i>A practical guide for medical teachers</i>. 3rd edn. London: Churchill Livingstone, 2009.</p> <p>DENNICK R &amp; SPENCER J. Teaching and learning in small groups. In: Dornan T, Mann K, Scherpbier A &amp; Spencer J, eds. <i>Medical education: theory and practice</i>. London: Churchill Livingstone, 2011; 131–56.</p> <p>DORNAN T &amp; ELLAWAY RH. Teaching and learning in large groups: lecturing in the twenty-first century. In: Dornan T, Mann K, Scherpbier A &amp; Spencer J, eds. <i>Medical education: theory and practice</i>. London: Churchill Livingstone, 2011.</p> <p>LONG A &amp; LOCK B. Lectures and large groups. In: Swanwick T, ed. <i>Understanding medical education: evidence, theory and practice</i>. London: Wiley-Blackwell, 2010.</p> <p>MCCRORIE P. Teaching and leading small groups. In: Swanwick T, ed. <i>Understanding medical education: evidence, theory and practice</i>. London: Wiley-Blackwell, 2010.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar